

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Purley Oaks Primary School
Number of pupils in school	640
Proportion (%) of pupil premium eligible pupils	40
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	1-1-2022
Date on which it will be reviewed	30-9-2022
Statement authorised by	FGB
Pupil premium lead	Rosie Ellery
Governor / Trustee lead	Mark Crawley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,553
Recovery premium funding allocation this academic year	£34,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£365,498

Part A: Pupil premium strategy plan

Statement of intent

At Purley Oaks we firmly believe that every child will be supported, valued and challenged. We are ambitious for our children and their families and are driven by our moral purpose to ensure that everything we do has a positive impact on the children's lives. We are determined that our children will take pride in their learning and themselves and that they will strive for excellence.

By working closely together and continuously improving our practice, there is no limit to what can be achieved. Our Pupil Premium strategy aims to support our ethos so that every child can and will achieve. Through quality first teaching, training and meeting the needs of all our children we believe that they will be able to make accelerated progress.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Significantly behind in reading, writing and mathematics by the end of each key stage
2	The pandemic has widened the achievement gap
3	Low attendance rates
4	A higher percentage of children entitled to the PPG have SEND – 83% of children with EHCPs; 24% are on the SEND register
5	A higher percentage of children entitled to the PPG have SEMH needs in comparison to their peers

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Achievement gap closed	- Achievement in line with peers
Achieve and sustain improved attendance for all pupils particularly those entitled to PPG	- Attendance is in line with national average

<p>Children with additional needs make accelerated progress</p>	<ul style="list-style-type: none"> - Higher % of children with additional needs reach ARE expectations
<p>Achieve and sustain improved wellbeing for all pupils particularly those entitled to PPG</p>	<ul style="list-style-type: none"> - Children are positive about learning and school - Children are able to participate in learning - Children can manage emotions

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 260,592

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Teaching (DHT and AHT for inclusion intervention groups)	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. (EEF: 1-1 tuition summary) Studies suggest that pupils make on average 5 months greater progress.</p> <p>Studies also show that small group tuition leads to an additional 4 months progress across a year.</p> <p>By providing 1-1 support from AHT and DHT low attaining pupils make accelerated progress.</p>	1, 2, 4
Specialist SEN Teaching	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (EEF)</p>	4

	By providing specialist SEN teaching to our most vulnerable children we allow access to education at the correct level. This consists of three specialist classes.	
AHT support to provide quality first teaching	EEF Pupil Premium guide highlights that it is important to have an “effective teacher in the classroom and that every teacher is supported to keep improving.” By providing support to ECT teachers and more experienced teachers all children receive quality first teaching which gives the biggest impact to PPG children.	1, 2
Improving the teaching of phonics and early reading	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. On average pupils make 5 additional months progress over the course of the year. (EEF) By focusing CPD on the improvement of phonics teaching this will lead to greater progress among PPG children.	1
Lunchtime Supervisor Team	The purpose of this team is to engage with children at lunchtime to ensure they are focussed in their afternoon learning. Teaching assistants do not work at lunchtimes which means they are in class in the afternoons supporting learning.	1, 2 & 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 63,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Booster sessions for identified children in year 6</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (EEF)</p> <p>Year 6 teachers provide booster sessions for targeted children so they have the best possible chance of making accelerated progress.</p>	<p>1, 2</p>
<p>One-to-one support tutoring</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. (EEF: 1-1 tuition summary) Studies suggest that pupils make on average 5 months greater progress.</p> <p>By having additional TA support across the school, plus a large leadership team we are able to provide identified disadvantaged children with one to one support when needed.</p>	<p>2</p>
<p>Additional TA support across year groups to allow teachers to provide 1-1 support and feedback</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their</p>	<p>1, 2, 4</p>

	<p>understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. (EEF). This study showed effective feedback leaders to + 7months progress.</p> <p>By providing additional TA support class teachers are able to give verbal feedback during the lesson which has the most impact on pupil performance.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 96,525.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, admissions and welfare officer	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>DfE- Improving Attendance in Schools 2012</p>	3
Transport to school	<p>DfE Improving Attendance in Schools 2012 clearly shows that low attendance can have a huge effect on academic achievement. By providing key children with transport to school this ensures that children are in school everyday and able to access teaching and learning.</p>	3
Free Extra- Curricular clubs and Specialist Art and Music Teaching	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. (EEF Arts Participation 2021)</p> <p>This study showed children with access to a rich arts education made an additional 3 months progress. By providing a wide range of arts based clubs for children free of charge and specialist teaching Purley Oaks are providing a stimulating arts</p>	5

	education for disadvantaged children.	
Family Support Worker	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>By having additional TA support in the classroom, teachers are able to give live feedback to children so they can make progress throughout all lessons.</p>	3
Subsidised breakfast	<p>Independent research, funded by the Education Endowment Foundation and carried out by the Institute for Fiscal Studies, found that Y2 pupils in schools providing a free, nutritious 'magic' breakfast boosted their reading, writing and maths by an average of 2 months' progress per year, compared to pupils in schools with no such breakfast provision.</p> <p>Key children are identified for subsidised breakfast which allows these children to focus in class, be ready for learning and able to make good progress.</p>	5
ELSA support for identified children	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional learning skills are linked with poorer mental health and lower academic attainment.</p> <p>By providing support for identified children we aim to improve self-esteem, resilience, aspirations and this then leads to higher attainment levels.</p>	5

Participation in Greenshaw Research Project EEF	By engaging in the research project we are being asked to reflect on the best use of the budget and analyse the impact it has. The key part to the effectiveness of the budget is the implementation of the activities we have chosen. This research project encourages the leadership team and teachers to use the best possible evidence to support the funding. https://the-ieee.org.uk/wp-content/uploads/2019/03/Engaging-with-Evidence.pdf	1
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Total budgeted cost: £ 421,071.75

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

On average children entitled to the PPG made at least expected progress in reading, writing and maths. In some cases, progress was accelerated especially in reading and maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information

Summaries of studies cited:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

[Phonics | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)

[One to one tuition | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>

[Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback)

[Parental engagement | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>

[DfE External Word template - 2012 April \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456)

<https://the-iee.org.uk/wp-content/uploads/2019/03/Engaging-with-Evidence.pdf>